Formative Assessment Task

2nd Grade: Number and Operations in Base Ten

**Standard 2.NBT.2: Count within 1000; skip-count by 5s, 10s, and 100s.**

**Materials and Directions:**

1. Gather base ten blocks or a hundreds chart.
2. Place the following pattern on the board.
3. Observe how the student models and solves the problem.

Complete the pattern

(Skip count by 5)

1) 5, 10, 15, 20, 25, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Ask each student:

Will the number 58 be part of this pattern?

How do you know?

**Considerations:**

Observe what strategies students use to solve the problem. Students should take note that the ones place is a 5 or a 0. Additionally, they should be able to explain that every other number has a 5 in the ones place, and every other number has a 0 in the ones place.



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| Teacher notes: |
| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Not yet:** Student shows evidence of misunderstanding, incorrect concept or procedure | | | **Got It:** Student essentially understands the target concept. | | | | **NEEDS IMPROVEMENT**  **(N)** | | **WITH ASSISTANCE**  **(W)** | | | **INDEPENDENT**  **(I)** | | **0 Unsatisfactory:**  **Little Accomplishment**  The task is attempted and some mathematical effort is made. There may be fragments of accomplishment but little or no success. Further teaching is required. | **1 Marginal:**  **Partial Accomplishment**  Part of the task is accomplished, but there is lack of evidence of understanding or evidence of not understanding. Further teaching is required. | | **2 Proficient:**  **Substantial Accomplishment**  Student could work to full accomplishment with minimal feedback from teacher. Errors are minor. Teacher is confident that understanding is adequate to accomplish the objective with minimal assistance. | **3 Excellent:**  **Full Accomplishment**  Strategy and execution meet the content, process, and qualitative demands of the task or concept. Student can communicate ideas. May have minor errors that do not impact the mathematics. | |   Adapted from Van de Walle, J. (2004) Elementary and Middle School Mathematics: Teaching Developmentally. Boston: Pearson Education, 65 |